

Qualification handbook

BIIAB Level 2 NVQ Certificate in Contact Centre Operations

QN 601/4126/5

QW C00/0671/5

Version 1.3

Table of Contents

1. About the BIIAB Level 2 NVQ Certificate in Contact Centre Operations	1
2. About this pack	1
3. BIIAB Customer Service	2
4. What are Rules of Combination (ROC)?.....	2
5. BIIAB Level 2 NVQ Certificate in Contact Centre Operations Rules of Combination (ROC) and structure	3
6. Age Restriction.....	7
7. Entry requirements and progression.....	7
8. Assessment	7
9. Initial Assessment and Induction	12
10. Delivery.....	12
11. Resources.....	13
12. Design and delivery	14
13. Format of Units	15
14. Initial registration.....	15
15. Mandatory Units	16

1. About the BIIAB Level 2 NVQ Certificate in Contact Centre Operations

BIIAB Level 2 NVQ Certificate in Contact Centre Operations

This qualification has been developed by Skills CFA in conjunction with employers. BIIAB has obtained accreditation to deliver the qualification. The qualification has a unique Qualification Accreditation Number (QN) which is shown below.

Each unit within the qualification will also have a unit accreditation number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification title	Qualification Number (QN)
BIIAB Level 2 NVQ Certificate in Contact Centre Operations	601/4126/8 C00/0671/5

The BIIAB Level 2 NVQ Certificate in Contact Centre Operations has been designed to allow candidates to demonstrate their skills and knowledge of working in a Contact Centre at an operational level.

It is also a key component part of the Skills CFA Intermediate Level Apprenticeship Framework in Contact Centre Operations.

2. About this pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

3. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

4. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

5. BIIAB Level 2 NVQ Certificate in Contact Centre Operations Rules of Combination (ROC) and structure

To achieve the BIIAB Level 2 NVQ Certificate in Contact Centre Operations learners **must** gain a **total of 28 credits**. This **must** consist of:

- **Minimum total** unit credit: **28**
- Mandatory group A **minimum** credit: **6**
- Optional group B **minimum** credit: **12**
- Plus, additional credit from optional groups B and C **minimum** credit: **10**.
- A **minimum of 15 credits must** be achieved through the completion of units at **Level 2 or above**.
- GLH: **93**
- TQT: **280**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level outlined.

Listed below are the qualification units.

Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CC1	T/503/0342	Improve personal effectiveness at work in a contact centre	4	2	15	Portfolio
CC4	D/503/0352	Comply with health and safety procedures in a contact centre	2	1	9	Portfolio

BIIAB Level 2 NVQ Certificate in Contact Centre Operations



Optional Group B

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CC9	J/503/0362	Use systems and technology during customer contact in a contact centre	4	2	24	Portfolio
CC14	K/503/0385	Deliver customer service through a contact centre	5	2	12	Portfolio
CC19	L/503/0394	Carry out direct sales activities in a contact centre	5	2	15	Portfolio
CC24	H/503/0403	Communicate information to customers in different but familiar contexts through a contact centre	4	2	12	Portfolio
CC31	L/503/0413	Provide support through a contact centre for specified products and/or services	4	2	18	Portfolio
CC38	K/503/0421	Deal with incidents through a contact centre	7	2	40	Portfolio
CC32	J/503/0426	Support customers and colleagues when providing contact centre services	5	3	15	Portfolio

Optional Group C

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
CFAQ69	F/601/1223	Deal with incoming telephone calls from customers	5	2	33	Portfolio
CFAQ43	H/600/9660	Develop working relationships with colleagues	3	2	15	Portfolio
CFAQ44	D/601/1553	Work with others to improve customer service	8	3	53	Portfolio
CFAQ45	D/601/1522	Process customer service complaints	6	3	40	Portfolio
CFAQ46	L/601/1614	Follow the rules to deliver customer service	4	2	30	Portfolio
CFAQ47	H/601/1540	Support customers using on-line customer services	5	2	33	Portfolio
CFAQ48	D/601/0936	Promote additional services or products to customers	6	2	40	Portfolio

BIIAB Level 2 NVQ Certificate in Contact Centre Operations



CFAQ6	M/502/8606	Handling objections and closing sales	3	2	22	Portfolio
CFAQ50	F/502/8559	Time planning in sales	2	2	13	Portfolio
CFAQ51	J/502/8577	Selling by telephone - inbound	4	2	27	Portfolio
CFAQ52	J/502/8580	Selling by telephone - outbound	4	2	27	Portfolio
CFAQ53	D/502/8584	Inputting and accessing sales or marketing data in information systems	2	2	15	Portfolio
CFAQ54	Y/601/1227	Maintain customer service through effective handover	4	2	27	Portfolio
CFAQ55	M/601/1511	Resolve customer service problems	6	2	40	Portfolio
CFAQ56	H/601/1215	Process information about customers	5	2	33	Portfolio
CFAQ57	T/601/1512	Deliver customer service to difficult customers	6	2	40	Portfolio
CFAQ58	M/601/1542	Buddy a colleague to develop their customer service skills	5	2	33	Portfolio
CFAQ59	R/601/1548	Develop your own customer service skills through self-study	6	2	40	Portfolio
CFAQ60	L/601/0933	Give customers a positive impression of yourself and your organisation	5	2	33	Portfolio
CFAQ41	L/502/4627	Word Processing Software	3	1	20	Portfolio
CFAQ61	A/502/4297	Using the Internet	4	2	30	Portfolio
CFAQ62	T/502/4296	Using the Internet	3	1	20	Portfolio
CFAQ63	D/502/4292	IT Communication Fundamentals	2	2	15	Portfolio
CFAQ64	Y/502/4291	IT Communication Fundamentals	2	1	15	Portfolio
CFAQ15	M/502/4300	Using Email	3	2	20	Portfolio
CFAQ42	J/502/4299	Using Email	2	1	15	Portfolio
CFAQ65	A/502/4378	Using Collaborative Technologies	3	1	20	Portfolio
CFAQ66	F/502/4379	Using Collaborative Technologies	4	2	30	Portfolio
CFAQ9	F/502/4396	Bespoke Software	3	2	20	Portfolio
CFAQ67	L/601/1225	Deal with customers using bespoke software	5	2	33	Portfolio

Barred Units

- CFAQ15 Using Email (M/502/4300) barred with CFAQ42 Using Email (J/502/4299)
- CFAQ65 Using Collaborative Technologies (A/502/4378) barred with CFAQ66 Using Collaborative Technologies (F/502/4379)
- CFAQ9 Bespoke Software (F/502/4396) barred with CFAQ67 Deal with customers using bespoke software (L/601/1225)
- CFAQ62 Using the Internet (T/502/4296) barred with CFAQ61 Using the Internet (A/502/4297)
- CFAQ63 IT Communication Fundamentals (D/502/4292) barred with CFAQ64 IT Communication Fundamentals (Y/502/4291).

No more than 2 IT units may be taken from:

- CFAQ61 Using the Internet (T/502/4296)
- CFAQ62 Using the Internet (A/502/4297)
- CFAQ42 Using Email (J/502/4299)
- CFAQ15 Using Email (M/502/4300)
- CFAQ65 Using Collaborative Technologies (A/502/4378)
- CFAQ66 Using Collaborative Technologies (F/502/4379)
- CFAQ64 IT Communication Fundamentals (Y/502/4291)
- CFAQ63 IT Communication Fundamentals (D/502/4292).

6. Age Restriction

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+.

7. Entry requirements and progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge and skills to work effectively in the Contact Centre sector. It also will allow for a number of progression routes into Level 3 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 3 Certificate in Contact Centre Operations
- BIIAB Level 3 Diploma in Customer Service
- BIIAB Level 3 Diploma in Management
- Career progression.

8. Assessment

Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles.

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

All assessment must adhere to the current Skills CFA assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the qualification. Centres should also refer to the full strategy available at www.skillsca.org.

Skills CFA assessment strategy

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in the workplace.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Skills CFA and awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Simulation

- Simulation can be applied to all units listed in Appendix B of the full Skills CFA assessment strategy.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A of the full Skills CFA assessment strategy.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to www.biiab.org

9. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

10. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template
- Access to the units.

All of these resources are available for download via the HUB on centrezone.bii.org

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Evidence matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by Skills CFA, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Summative Reflective Account

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Code / Unique Reference Number (URN)

This is the unique code that the unit is given. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial registration

Registration and certification

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) www.orcs.biiab.org . Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

15. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezona.bii.org

CONTACT CENTRE QCF UNITS OF ASSESSMENT

Title	Improve personal effectiveness at work in a contact centre	
Skills CFA Unit Ref.	CC1	
WBA Unit No.	T/503/0342	
Level	2	
Credit Value	4	
Learning Outcomes	Assessment Criteria	
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Be able to assess personal effectiveness in a contact centre	1.1 Identify strengths and areas for development in skills and knowledge against agreed criteria 1.2 Agree learning actions that address priority learning and personal development needs	
2 Be able to carry out development activities to improve personal effectiveness in a contact centre	2.1 Participate in programme of learning activities that supports personal development needs 2.2 Use feedback from participation in the agreed development activities to improve personal performance	
3 Be able to work with others in a contact centre team to improve personal performance	3.1 Identify how everyday work in a team leads to learning and personal development 3.2 Participate in team tasks that provide on-the-job learning opportunities 3.3 Use feedback on personal performance to plan further learning steps	
4 Understand how to improve personal effectiveness in a contact centre	4.1 Describe the organisational procedures and guidelines for contact centre tasks defined by their job role 4.2 Describe the range of products and/or services offered or supported by the contact centre 4.3 Describe the impact of legislation and/or regulations on their role within the contact centre 4.4 Explain the importance of using development activities that are relevant to identified business	

QCF UNITS OF ASSESSMENT.

	<p>needs</p> <p>4.5 Explain different sources of feedback to the personal development process</p> <p>4.6 Explain the importance of feedback to the personal development process</p> <p>4.7 Explain the importance of involving a person in authority in making a personal development plan</p>
--	--

Additional Information about the unit

Unit purpose and aim(s)	This unit concerns being able to assess personal effectiveness in a contact centre, carry out development activities to improve personal effectiveness, work with others in a contact centre team to improve personal performance and understand how to improve personal effectiveness in a contact centre
Unit expiry date	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Contact Centre NOS 1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Contact Centre Assessment Strategy
Support for the unit from an SSC or other appropriate body (if required)	Skills CFA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law
Name of the organisation submitting the unit	Skills CFA
Availability for use	Shared
Unit guided learning hours	15

QCF UNITS OF ASSESSMENT.

Title	Comply with health and safety procedures in a contact centre	
Skills CFA Unit Ref.	CC4	
WBA Unit No.	D/503/0352	
Level	1	
Credit Value	2	
Learning Outcomes	Assessment Criteria	
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Be able to comply with organisational health and safety procedures in a contact centre	1.1 Identify the health and safety procedures relevant to the job role 1.2 Follow organisational health and safety procedures and techniques at all times 1.3 Follow the organisational and the manufacturer's instructions for the use of equipment and tools	
2 Be able to minimise health and safety risks relating to the job role in a contact centre	2.1 Identify the health and safety risks relevant to the job role 2.2 List the job role duties and responsibilities for minimising health and safety risks 2.3 Keep the work area clean and tidy in accordance with organisational requirements 2.4 Identify the actions to be taken if health and safety risks are not being minimised	
3 Understand the principles of health and safety in a contact centre	3.1 State how health and safety procedures affect their job role 3.2 Explain the purpose and use of safety-related equipment 3.3 Explain how to lift and handle heavy objects safely 3.4 Describe the health and safety hazards relevant to the job role 3.5 Describe common health and safety standards in the workplace including excessive noise, prolonged use of display screens and hazardous substances	

QCF UNITS OF ASSESSMENT.

	<p>3.6 Explain why it is important to keep the work area clean and tidy</p> <p>3.7 State the difference between hazard and risk in the work area</p>
--	--

Additional Information about the unit

Unit purpose and aim(s)	This unit concerns being able to comply with organisational health and safety procedures in a contact centre, minimise health and safety risks relating to the job role and understand the principles of health and safety in a contact centre
Unit expiry date	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Contact Centre NOS 4
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Contact Centre Assessment Strategy
Support for the unit from an SSC or other appropriate body (if required)	Skills CFA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law
Name of the organisation submitting the unit	Skills CFA
Availability for use	Shared
Unit guided learning hours	9

Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

© BIIAB January 2018

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, whether electronic, mechanical, photocopying, scanning, recording or otherwise, without written permission of the publisher except in accordance with the provisions of the Copyright, Designs and Patents Act 1988. Applications for written permission to reproduce any part of the publication should be addressed in writing to the publisher. Any unauthorised or restricted act in relation to this publication may result in civil proceedings and/or criminal prosecution.